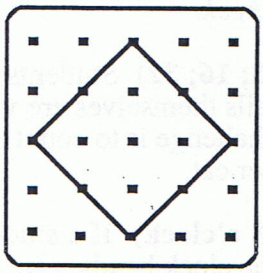
Commentary

Venus, III

1. **(3)** This is a simple subtraction problem.

2. **(See the square to the right)** Students need to see geometric figures that are not in the usual orientation. They need to know that figures remain the same -- squares, triangles, and so on -- when they are rotated.



3. **(1)** Students will enjoy making their own survey similar to this one, and discussing the data. After they do so, this problem will be easy for them.

4. **(rectangle)** This may be the students' first introduction to the process of elimination. As they read each clue, they can write the name or initial on the shape. Then by process of elimination, the shape that is left must be Mark's.

5. This problem assumes that students have worked with a hundreds chart in class. If not, it would be necessary to introduce this to students before they attempt this problem. Based on the hundreds chart the student will see that each row is ten more than the previous row.

	4	
13	14	
23	24	
	34	35

6. **(13 - Least; 96 - Greatest)** Students might enjoy taking only 2 digits at random from a stack of cards, and making both the greatest and the least number possible with those two digits. They can play a game in which each child draws 2 such cards from a deck, and the teacher draws a card at random that says either "greatest" or "least." The child who wins that round gets to be the teacher on the next round.

7. **(6¢, 9¢, 12¢, 15¢, 18¢, 21¢; ... 30¢)** Students will fill in the chart according to the pattern of counting by threes, or they might just count by ones each time. The final answer -- the amount for 10 pencils -- requires that they go beyond the chart.